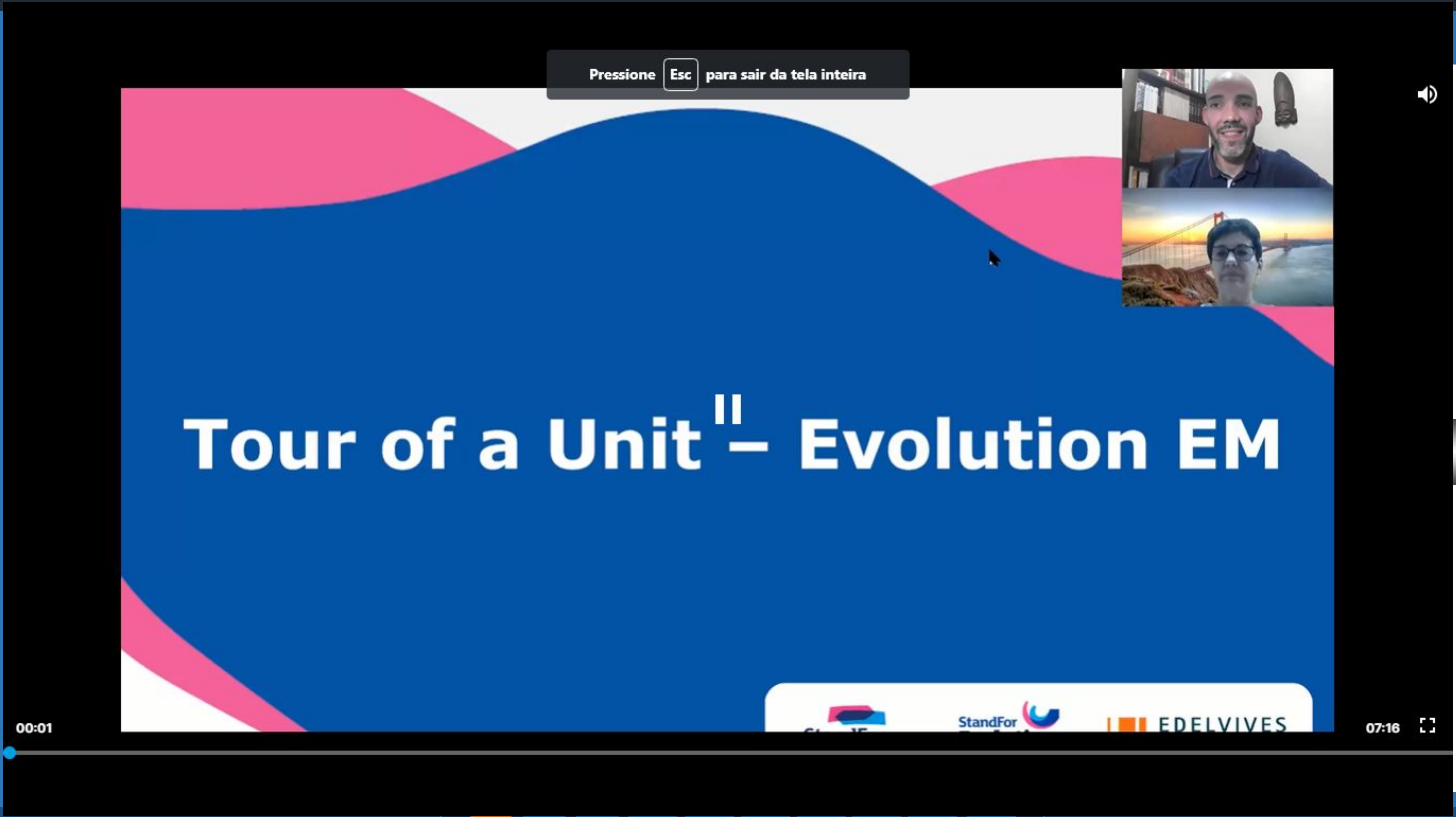

Pressione Esc para sair da tela inteira
Tour of a Unit – Evolution EM
StandFor
EDELVIVES
00:01
07:16

Perspective (EM) – Components For Teachers and
For teachers
All the students components, plus:
Evolution Teacher Book
with notes for all lessons in the program
Evolution Activity Pad
with Answer Key
3 LESSONS A WEEK
1
StandFor Evolution
3 LESSONS A WEEK
1
StandFor Evolution
Perspective Teacher Book
Perspective
For students
Perspective
• Student Book and Workbook
• Developing Exam Skills Booklet
• CD or QR Code for audio
Evolution Activity Pad
with activities for extra practice
3 LESSONS A WEEK
1
StandFor Evolution
StandFor
00:30
07:16

How to Use

HOW TO USE

Evolution Teacher Book

The **Evolution Teacher Book** is the key to organizing your English classes. In the easy-to-follow lesson notes, you can find the lesson's contents, required materials, objectives and step-by-step instructions for your class.

Contents – Content to be introduced and/or practiced in the lesson: grammar topics, vocabulary, etc.

Objectives – The intended learning outcomes of the lesson – a quick description of what learners will be able to do at the end of the lesson.

Materials – Things you will need for the lesson: print or digital educational resources as well as tools such as scissors, glue, tape.

LESSON 1

Warm-up – Suggested activities to start the lesson and prepare the students for the lesson ahead.

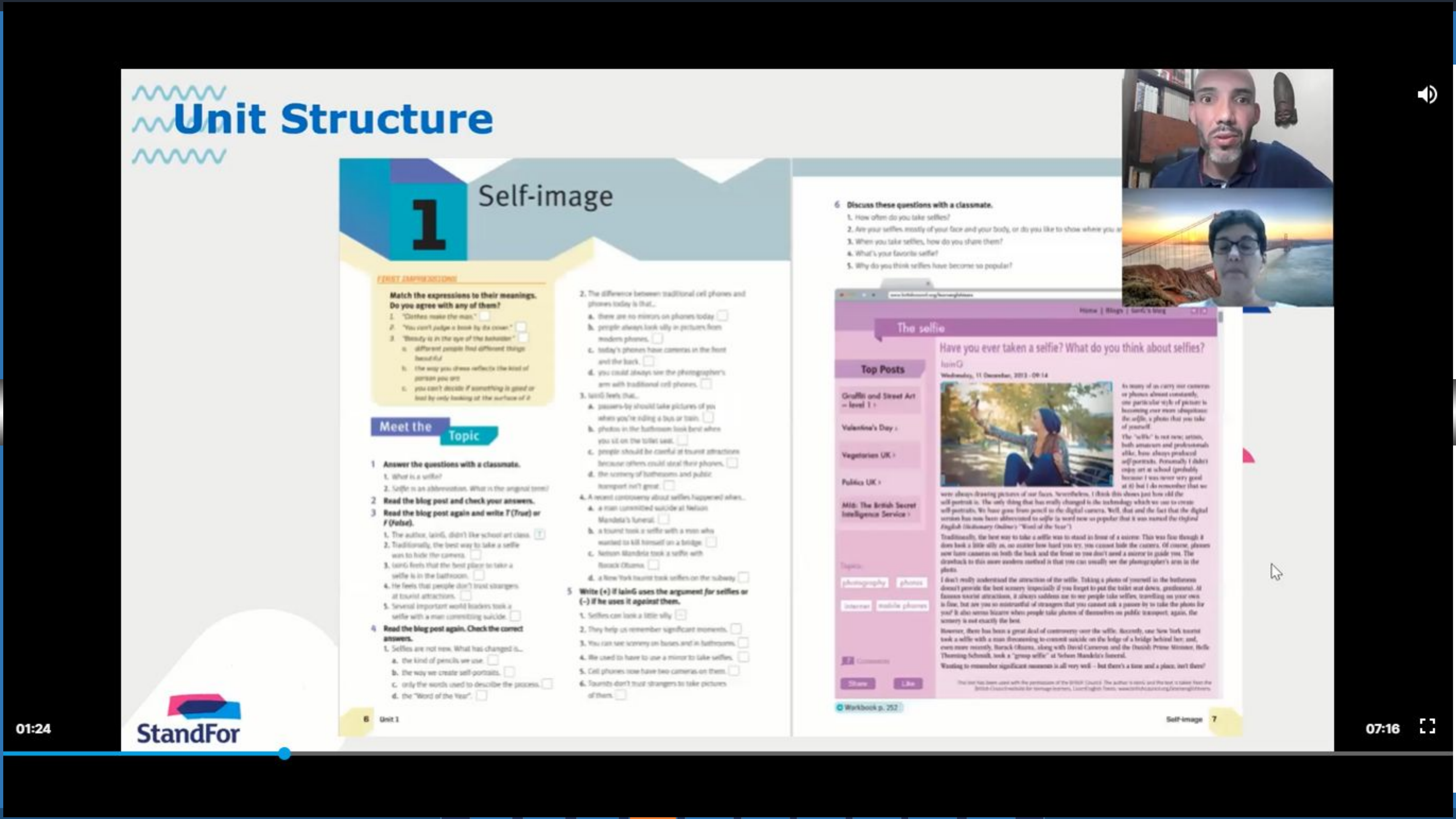
Step-by-step – Detailed lesson instructions for teachers.

Wrap-up – Suggested activities to finish the class, to help students remember or assess what has been learned.

StandFor

00:52

07:16


Unit Structure
1
Self-image
Match the expressions to their meanings. Do you agree with any of them?
Meet the Topic
1 Answer the questions with a classmate.
2 Read the blog post and check your answers.
3 Read the blog post again and write T (True) or F (False).
1. The author, IainG, didn't like school art class.
4 Read the blog post again. Check the correct answers.
1. Selfies are not new. What has changed is...
a. the kind of pencils we use.
b. the way we create self-portraits.
c. only the words used to describe the process.
d. the "Word of the Year".
2. The difference between traditional cell phones and phones today is that...
a. there are no mirrors on phones today
b. people always look silly in pictures from modern phones.
c. today's phones have cameras in the front and the back.
d. you could always see the photographer's arm with traditional cell phones.
3. IainG feels that...
a. passers-by should take pictures of you when you're riding a bus or train.
b. photos in the bathroom look best when you sit on the toilet seat.
c. people should be careful at tourist attractions because others could steal their phones.
d. the scenery of bathrooms and public transport isn't great.
4. A recent controversy about selfies happened when...
a. a man committed suicide at Nelson Mandela's funeral.
b. a tourist took a selfie with a man who wanted to kill himself on a bridge.
c. Nelson Mandela took a selfie with Barack Obama.
d. a New York tourist took selfies on the subway.
5 Write (+) if IainG uses the argument for selfies or (–) if he uses it against them.
1. Selfies can look a little silly.
2. They help us remember significant moments.
3. You can see scenery on buses and in bathrooms.
4. We used to have to use a mirror to take selfies.
5. Cell phones now have two cameras on them.
6. Tourists don't trust strangers to take pictures of them.
6 Unit 1
6 Discuss these questions with a classmate.
1. How often do you take selfies?
2. Are your selfies mostly of your face and your body, or do you like to show where you
3. When you take selfies, how do you share them?
4. What's your favorite selfie?
5. Why do you think selfies have become so popular?
The selfie
Have you ever taken a selfie? What do you think about selfies?
Top Posts
Graffiti and Street Art – level 1
Valentine's Day
Self-image 7
StandFor
01:24
07:16

Unit Structure

Words and Meanings

1 Work in groups. What do the abbreviations after the hashtags mean?

#BFF #bros #OMG #picoftheday #selfie #YOLO

1. self portrait — #selfie
2. picture of the day
3. brothers
4. best friends forever
5. oh my God
6. you only live once

2 Match the abbreviations and acronyms to the definitions.

1. l8r	a. in my opinion
2. r	b. laughing out loud
3. u	c. video blog
4. gr8	d. later
5. LOL	e. are
6. IRL	f. in real life
7. vlog	g. you
8. IMO	h. great

3 Fill in the blanks with abbreviations and acronyms from Activities 1 and 2.

1. The way ___ present urself online says a lot about who u ___ as a person. Some people r so self-centered they only post ___. I don't understand why they do that.
2. ___ selfies are a way of saving those moments when u were feeling ___, maybe a time you looked beautiful or when something nice happened. I don't think they look silly at all.
3. I think sometimes people worry too much about their image online and forget about their friends ___.
4. Selfies and ___ r just a way of expressing urself and ur feelings. I don't think they r negative – if you know how much to expose, of course.
5. Sometimes I take selfies just because I want to remember something ___, like the outfit I was wearing, my hair style, or something.

Workbook p. 254

Spoken Expression

1. **Work in groups. Make a list of five common expressions, abbreviations, and acronyms that you use online.**
2. **Plan a short presentation about your list. Present it to the class, explaining the expressions, what they mean, and when you use them.**
3. **As a class, compare your presentations. Does everyone use the same expressions and abbreviations? Are there special expressions that only some people use?**

Working with Text

1 Look at the blog post on page 7 again. Check the features that you can see.

comments link	✓	previous posts	
date of posting		images	
navigation menus		contact / about me	
categories of posts		author	
archive		links	
header, footer, and content			

In the Genre

Personal blogs are very varied. They can be restricted to a specific audience (your family and friends, or your school, for example) or they can be public and shared with the world. What connects them is the fact that bloggers are sharing personal experiences and/or opinions about things that engage them. They may be looking to discuss topics, to elicit sympathy from others, or simply to network with people with the same interests.

2 Look at the blog post again. Work in pairs to discuss this question.

What is the blogger's objective?

3 Complete the table with words from the box.

connectivity entertain share experiences express network practice

Personal blogs	
What the blogger wants	What readers want
network with other people with the same interests	___ with the writer's experience
___ people	hear from people who have had similar ___
___ to become a published author	
___ opinions and experiences (for example, in a journal or diary)	___ their agreement or disagreement towards a topic

Based on http://rightmixtech.com/personal-blog-characteristics-eight-features-you-cannot-ignore. Accessed August 13, 2015.

Reading Tip

Pronouns such as *it, them, this,* and *that* replace nouns. After using a noun, writers often use pronouns to avoid writing the noun again. A noun can sometimes be more than one word.

I write a blog about photography. Photography It is one of my favorite topics.

4 Read the sentences. What do the highlighted pronouns refer to?

1. I didn't enjoy art at school, probably because I wasn't very good at it. art
2. The word selfie is now so popular that it was named "Word of the Year". ___
3. Traditionally, the best way to take a selfie was to stand in front of a mirror. This was fine though it does look a little silly. ___
4. A tourist took a selfie with a man threatening to commit suicide behind her. ___

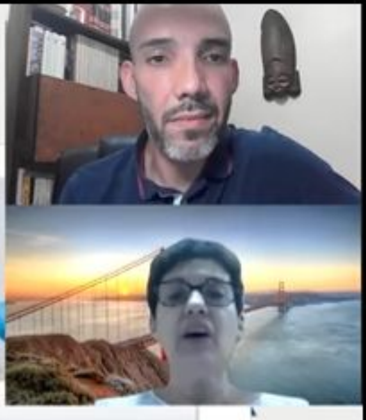
5 Read the blog post again and circle the words from the box. Then answer the questions.

constantly personally really recently traditionally

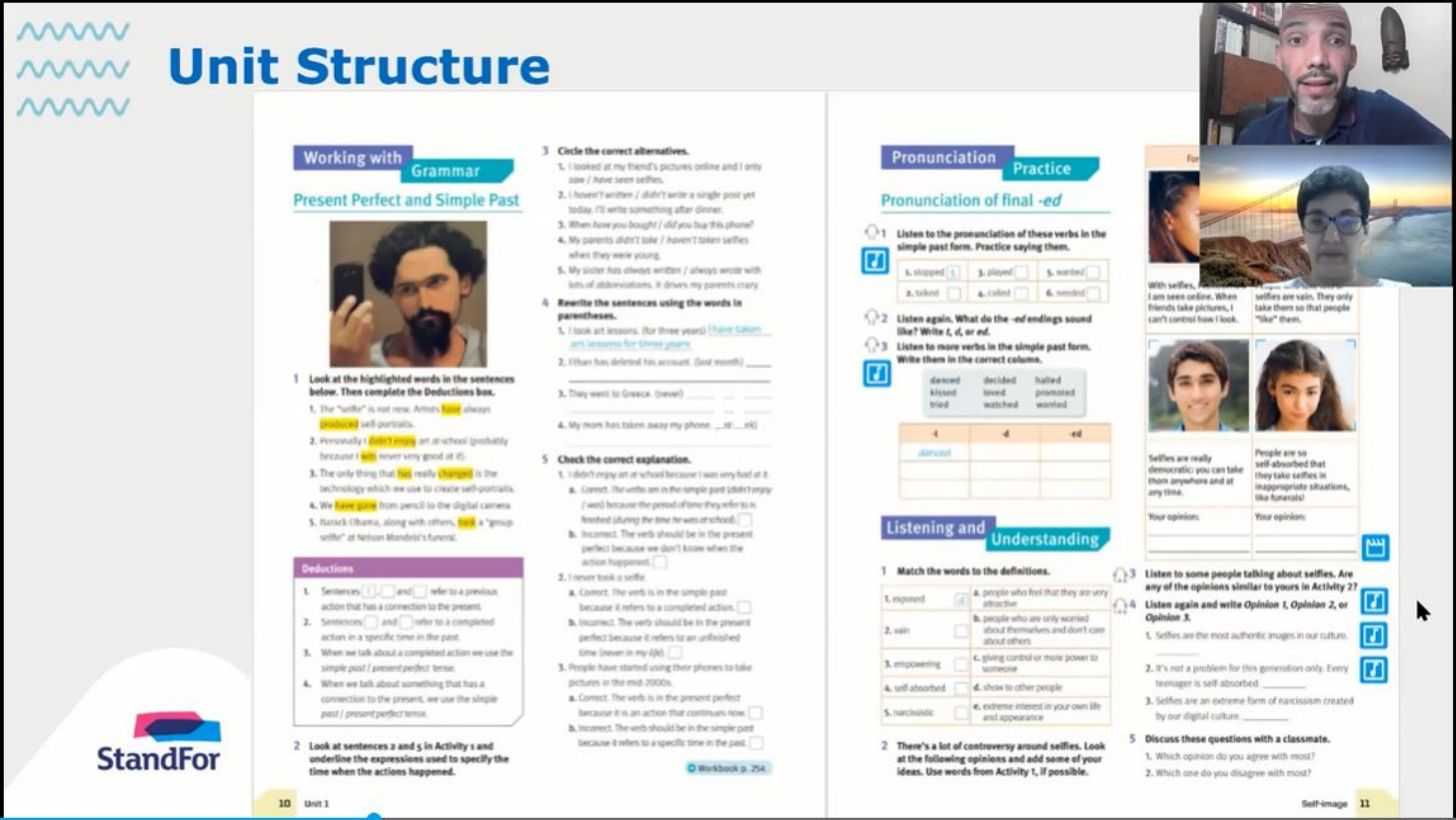
1. What kind of words are they? ___
2. Can they be left out without changing the central meaning of the sentences they are in? ___

6 Match the adverbs to their function in the context of the blog post.

1. really		a. manner
2. traditionally		b. frequency
3. personally		c. emphasis
4. constantly		d. time
5. recently		e. opinion



StandFor


Unit Structure
Working with Grammar
Present Perfect and Simple Past
Deductions
Pronunciation Practice
Pronunciation of final -ed
Listening and Understanding
StandFor
10 Unit 1
Self-image 11
02:08
07:16

Unit Structure

Further Reading

1 **Look at the pictures. Work in pairs to discuss the questions.**

1. What do these pictures have in common?
2. What do they say about today's society?

2 **Read the sentences. Check the opinions you agree with.**

1. People create an image of themselves online that's different from real life. ☐
2. Some people would do just about anything to have their fifteen minutes of fame. ☐
3. Some people are famous not because they're talented but because they know how to manipulate social media. ☐
4. In some cases, people use their self-constructed online image to hurt or attack other people. ☐
5. The media dictates what we should look like. Most people try hard to look that way. ☐

3 **Discuss your answers with a classmate. Think of two exampl**

4 **Read the words to the song "Selfies" by Nina Nesbitt. Which reflected in this song?**

Selfies

Sitting in my bedroom tonight
Thinking of how to change your mind
Since you walked out my life again Yeah,
So I strike a pose and tilt my chin and
hold the light to suit my skin
Your favorite t-shirt on again.

Counting hours, counting lies
Three, two, one, and I smile.

Taking pictures of myself, self, self
Taking pictures of myself, self, self
Guess I'm reaching out to be assured
All I wanted was to be adored.

Now you're telling me I'm vain, vain, vain
But you don't feel my pain, pain, pain
Facing life upon the shelf, shelf, shelf
Taking pictures of myself, self, self.

Taking pictures of myse

I'll post it up in black a
With a depressing quot
So that you see what I'm going
through Yeah,
This is desperation at its best
A conversation to be left
But all my pride was burned by you.

Counting days, counting takes
Three, two, one, I'm awake.

Hey, what you looking at?
Taking pictures of myself.

"Selfies" by Nina Nesbitt, Thom Kirkpatrick, copyright BMG Gold Songs: www.bmg.com. Accessed September 13, 2015.

5 **Read the words of the song again and write *T* (*True*), *F* (*False*), or *NM* (*Not mentioned*).**

1. This song is about a girl trying to feel better after she breaks up with her boyfriend. ☐
2. The singer isn't really happy. She pretends she doesn't feel sad about the break up. ☐
3. She wants to get back together with her boyfriend. ☐
4. The singer thinks she's vain for taking selfies. ☐
5. The song says that selfies show that you feel confident all the time. ☐

6 **Work in pairs to discuss these lines from the song. What does the singer mean?**

1. *Sitting in my bedroom tonight / Thinking of how to change your mind / Since you walked out of my life again*
2. *Guess I'm reaching out to be assured / All I wanted was to be adored*
3. *I'll post it up in black and white / With a depressing quote on my life / So that you see what I'm going through*

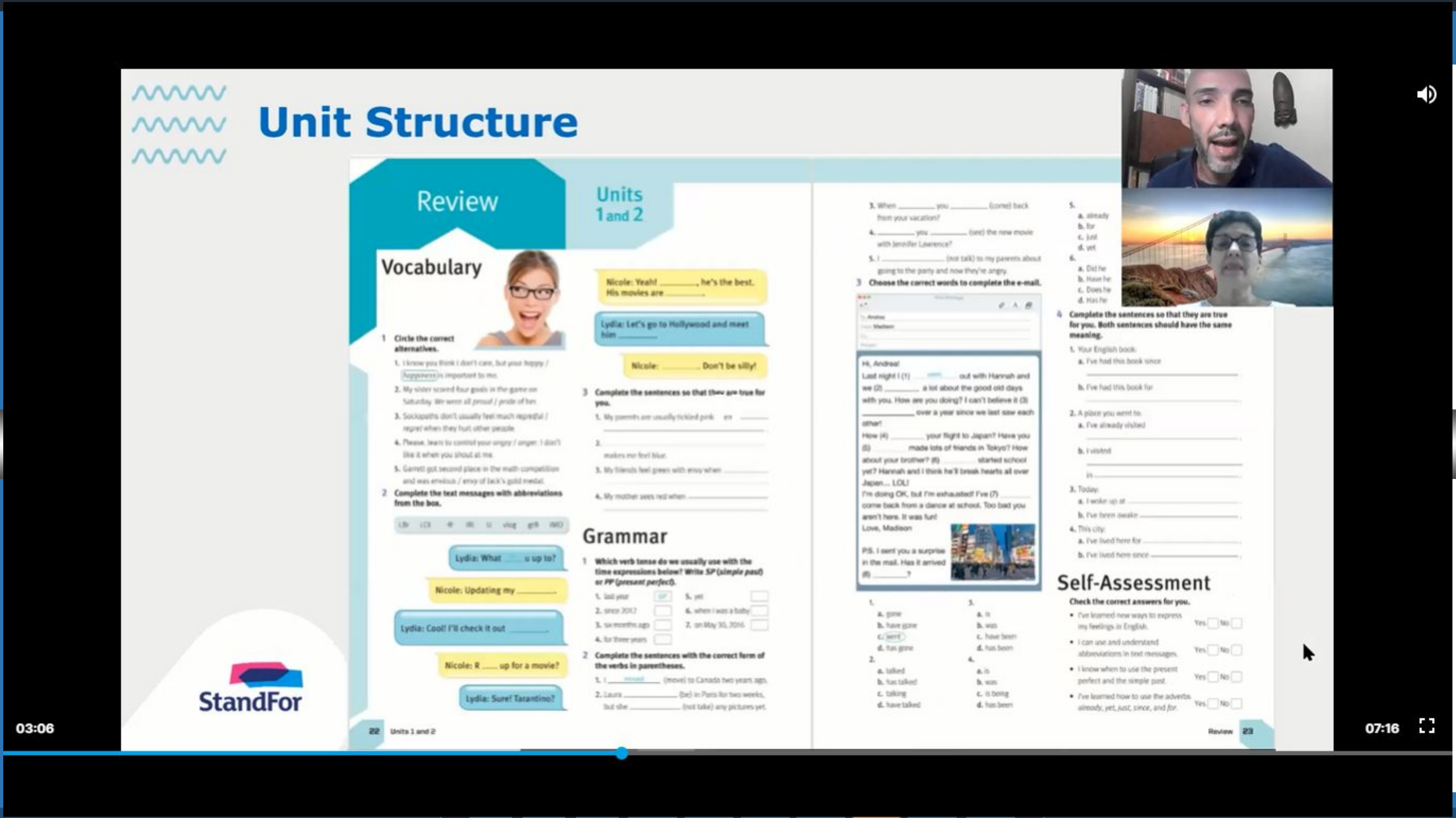
7 **Have you ever seen or done any of the following things on social media? Check all that apply.**

1. Sometimes I say I'm out having fun with my friends, but I'm actually home alone. ☐
2. I have tried to get attention from my friends by posting something sad. ☐
3. I feel really happy when my friends comment and share what I post online. ☐
4. I hate it when my friends tag me in an embarrassing picture. ☐
5. I "like" my friends' selfies even when I think the pictures are unattractive or portray my friends differently from the way they really are. ☐

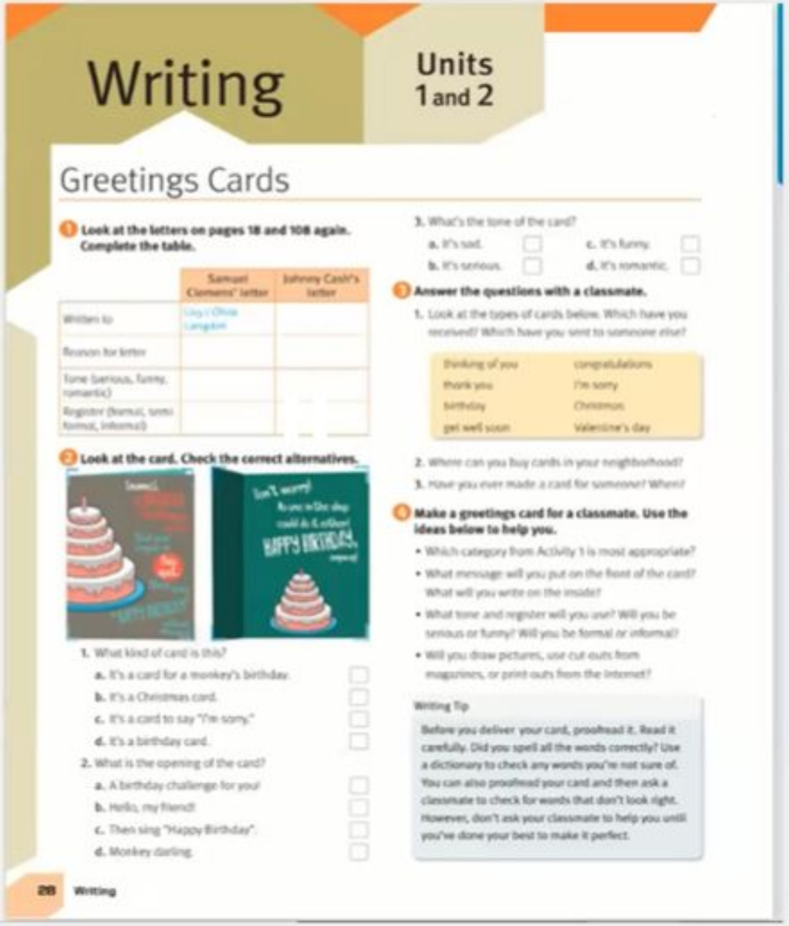
8 **Share your answers with a classmate. How are your experiences: similar or different?**

StandFor

02:48 07:16


Unit Structure
Review
Units 1 and 2
Vocabulary
1 Circle the correct alternatives.
2 Complete the text messages with abbreviations from the box.
Nicole: Yeah! ____, he's the best. His movies are ____.
Lydia: Let's go to Hollywood and meet him ____.
Nicole: ____. Don't be silly!
3 Complete the sentences so that they are true for you.
Grammar
Lydia: What ___ u up to?
Nicole: Updating my ____
Lydia: Cool! I'll check it out ____
Nicole: R ___ up for a movie?
Lydia: Sure! Tarantino?
3 Choose the correct words to complete the e-mail.
4 Complete the sentences so that they are true for you. Both sentences should have the same meaning.
Self-Assessment
Check the correct answers for you.
22 Units 1 and 2
Review 23
StandFor
03:06
07:16

Unit Structure



Writing

Units 1 and 2

Greetings Cards

1 Look at the letters on pages 18 and 108 again. Complete the table.

	Samuel Clemens' letter	Johnny Cash's letter
Written to	Livy / Olivia Langdon	
Reason for letter		
Tone (serious, funny, romantic)		
Register (formal, semi formal, informal)		

2 Look at the card. Check the correct alternatives.

1. What kind of card is this?
   - a. It's a card for a monkey's birthday. ☐
   - b. It's a Christmas card. ☐
   - c. It's a card to say "I'm sorry." ☐
   - d. It's a birthday card. ☐
2. What is the opening of the card?
   - a. A birthday challenge for you! ☐
   - b. Hello, my friend! ☐
   - c. Then sing "Happy Birthday". ☐
   - d. Monkey darling. ☐
3. What's the tone of the card?
   - a. It's sad. ☐
   - b. It's serious. ☐
   - c. It's funny. ☐
   - d. It's romantic. ☐

3 Answer the questions with a classmate.

1. Look at the types of cards below. Which have you received? Which have you sent to someone else?

thinking of you	congratulations
thank you	I'm sorry
birthday	Christmas
get well soon	Valentine's day

2. Where can you buy cards in your neighborhood?
3. Have you ever made a card for someone? When?

4 Make a greetings card for a classmate. Use the ideas below to help you.

- Which category from Activity 1 is most appropriate?
- What message will you put on the front of the card? What will you write on the inside?
- What tone and register will you use? Will you be serious or funny? Will you be formal or informal?
- Will you draw pictures, use cut outs from magazines, or print outs from the Internet?

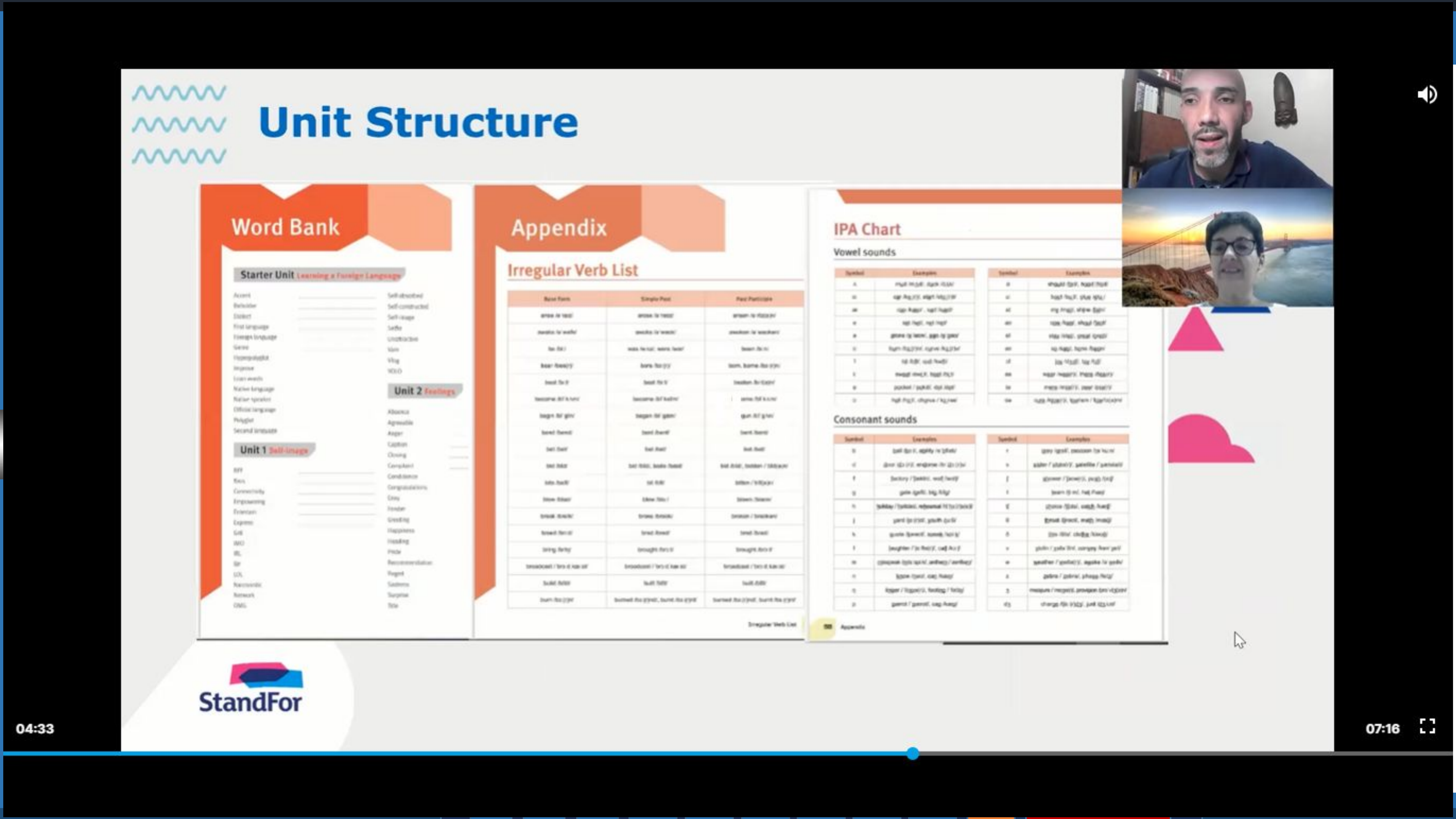
Writing Tip

Before you deliver your card, proofread it. Read it carefully. Did you spell all the words correctly? Use a dictionary to check any words you're not sure of. You can also proofread your card and then ask a classmate to check for words that don't look right. However, don't ask your classmate to help you until you've done your best to make it perfect.

StandFor

04:20

07:16


Unit Structure
Word Bank
Starter Unit Learning a Foreign Language
Unit 1 Self-image
Unit 2 Feelings
Appendix
Irregular Verb List
IPA Chart
Vowel sounds
Consonant sounds
StandFor
04:33
07:16

Unit Structure

WB Words and Meanings

Unit 1

1 What do these acronyms and abbreviations stand for?

1. My best friend and I have known (know) each other for years. We get together once a week.
2. William Shakespeare ______ (be) a fantastic writer. He ______ (write) poems and plays and is considered the greatest writer in the English language.
3. I ______ (not have) much fun this week. Let's go see a movie tonight?
4. I ______ (tell) my brother to stay on the path while he was hiking, but he ______ (decide) to try rock climbing and ______ (get) badly hurt.
5. Sam is from Colorado and he ______ (never see) the ocean. He should come with us to Miami.

Vocabulary Learning Strategy

Working with Grammar

Present Perfect and Simple Past

1 Complete the sentences below with the present perfect or simple past form of the verb in parentheses.

2 Write sentences. Use the present perfect or simple past tense.

1. They / not finish / their homework / last night
They didn't finish their homework last night.
2. My sister / be / to New York / three times this year
3. Mark Twain / write / Huckleberry Finn / in 1884
4. Leah / post / a funny selfie / last night
5. I / not see / this TV show / since / I / be / little kid

StandFor

05:39 07:16

Extra Reader – Take Off

StandFor

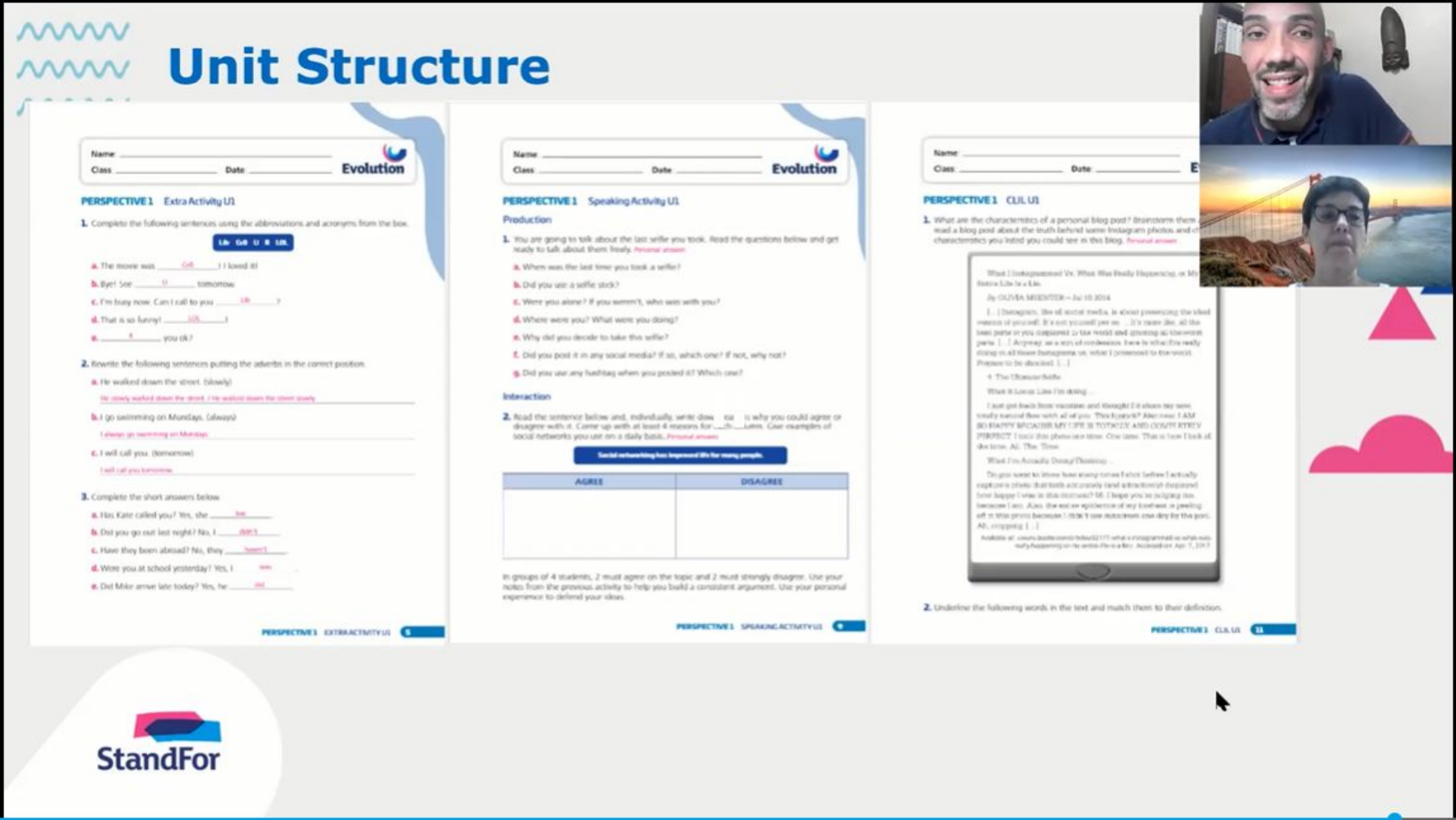
Extra Contents – Take Off

CONTENTS

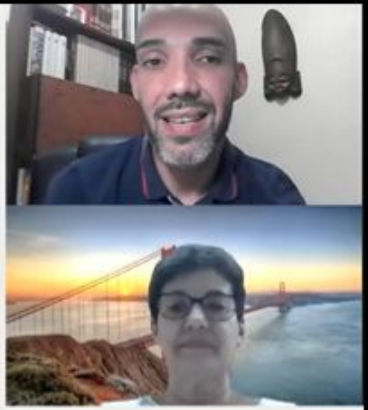
Evolution

Lesson 14 Extra Activity U1 5
Lesson 14 Speaking Activity U1 9
Lesson 15 CLIL U1 11
Lesson 26 Extra Activity U2 15
Lesson 27 CLIL U2 19
Lesson 28 Speaking Activity U2 21
Lesson 42 CLIL U3 23
Lesson 43 Extra Activity U3 27
Lesson 43 Speaking Activity U3 31
Lesson 54 CLIL U4 33
Lesson 70 Extra Activity U5 37
Lesson 71 Speaking Activity U5 41
Lesson 72 CLIL U5 43
Lesson 83 Speaking Activity U6 47
Lesson 84 CLIL U6 49
Lesson 85 Extra Activity U6 53
Lesson 100 Speaking Activity U7 57
Lesson 102 CLIL U7 59
Lesson 111 CLIL U8 65
Lesson 112 Extra Activity U8 69
Lesson 112 Speaking Activity U8 73
Lesson 16 Test U1 75
Lesson 32 Test U2 83
Lesson 44 Test U3 87
Lesson 55 Exam Practice U4 95
Lesson 59 Test U4 99
Lesson 73 Test U5 107
Lesson 89 Test U6 115
Lesson 101 Test U7 123
Lesson 115 Test U8 131

StandFor


Unit Structure
Name
Class
Date
Evolution
PERSPECTIVE 1 Extra Activity U1
1. Complete the following sentences using the abbreviations and acronyms from the box.
2. Rewrite the following sentences putting the adverbs in the correct position.
3. Complete the short answers below.
PERSPECTIVE 1 Speaking Activity U1
Production
Interaction
AGREE
DISAGREE
PERSPECTIVE 1 CLIL U1
StandFor
06:26
07:16

Session Summary



- Apresentar uma unidade Evolution EM;
- Apresentar os recursos existentes.

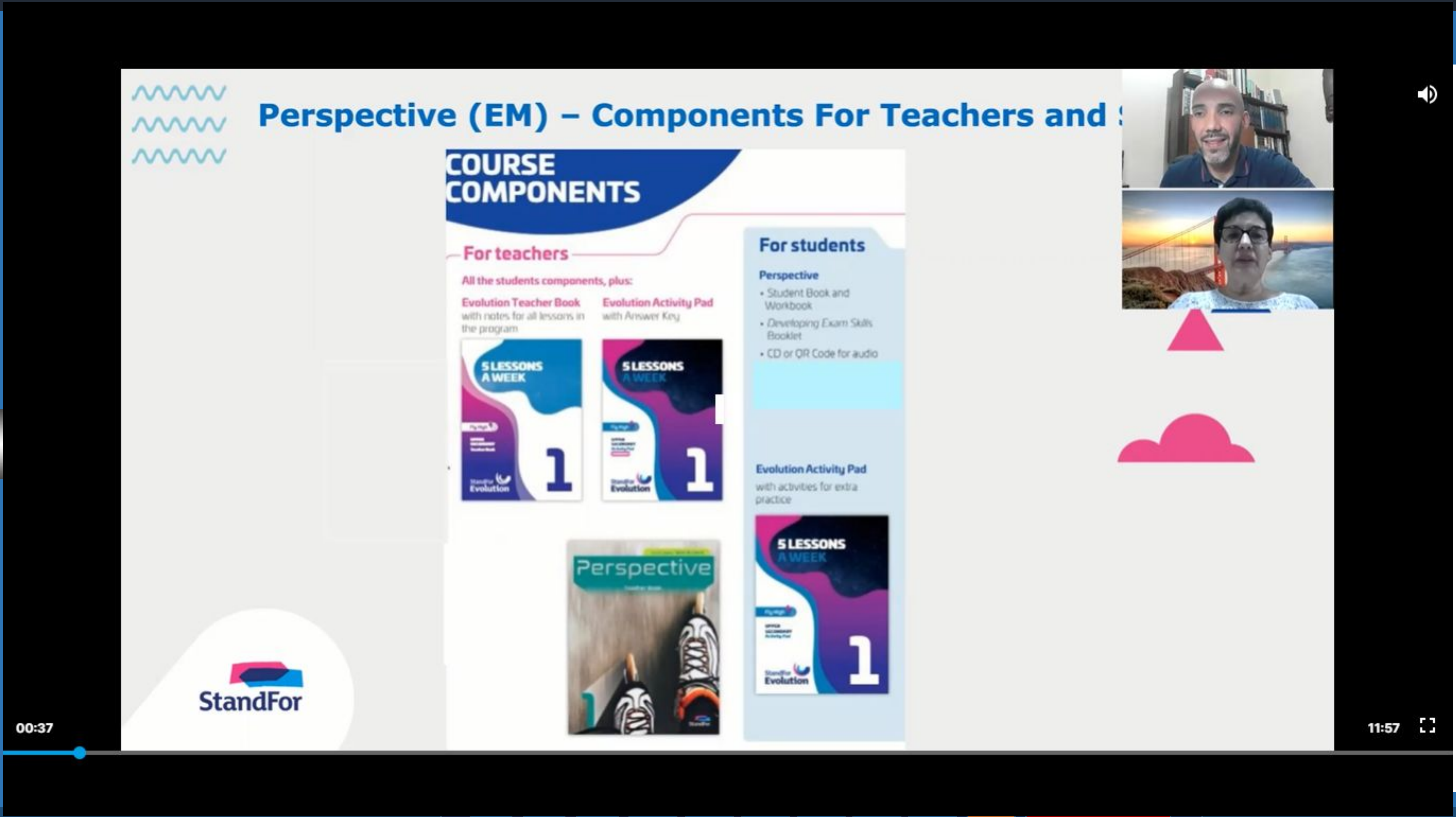
StandFor

06:47

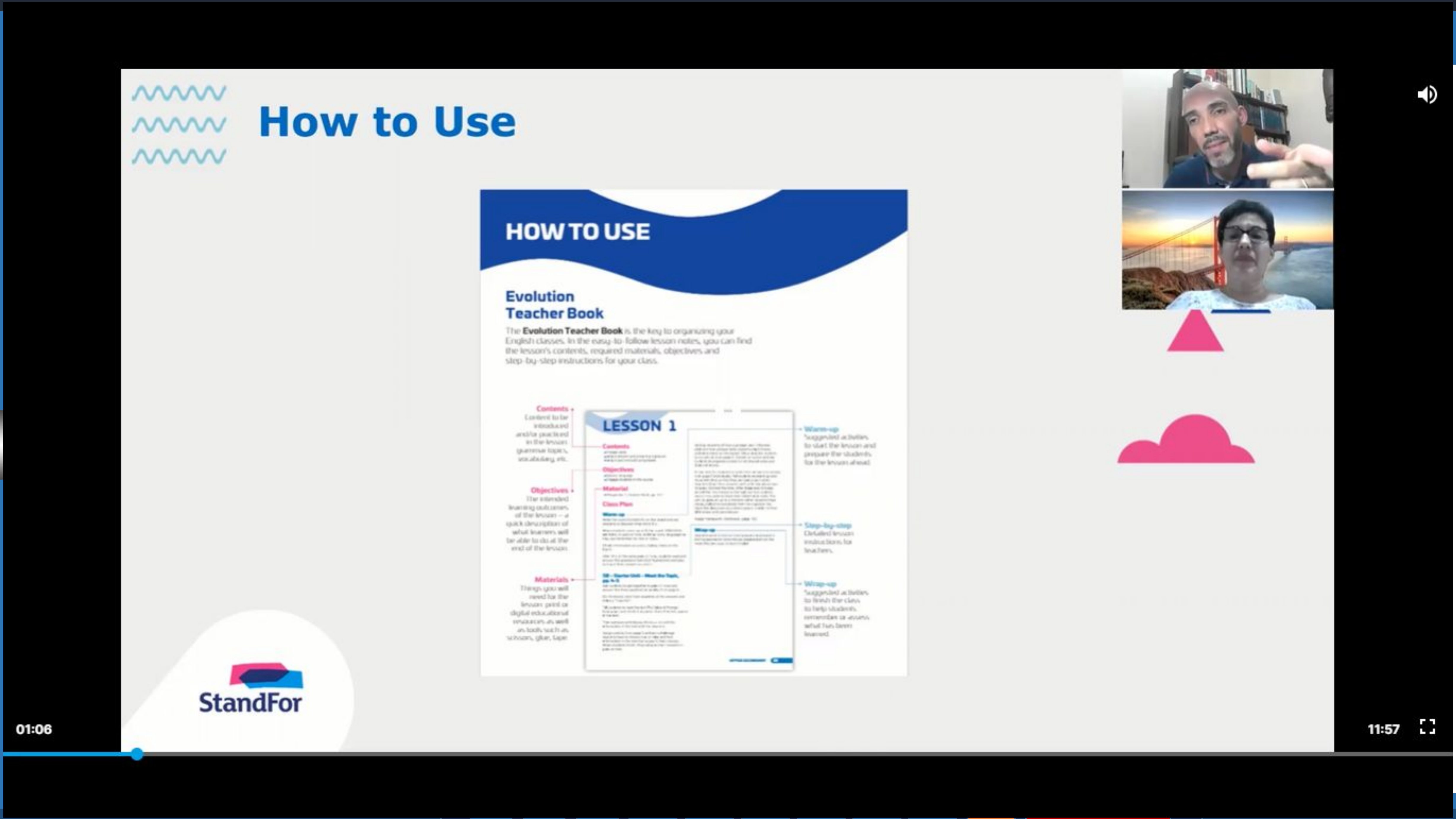
07:16

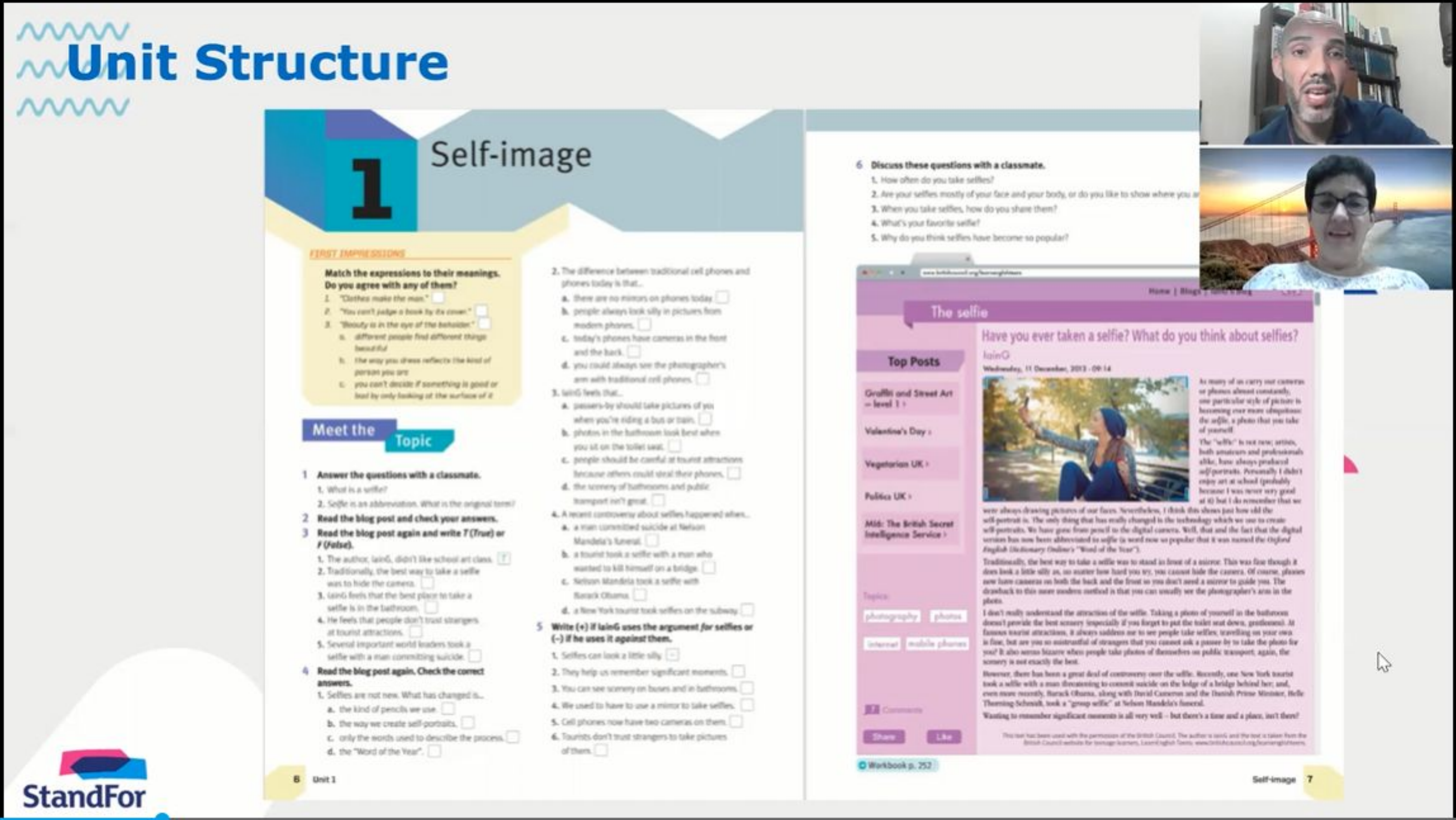
Tour of a Unit Evolution EM
StandFor
StandFor Evolution
EDELVIVES
00:03
11:57

Session
Objectives
Tour of a Unit – Evolution EM
Present the Unit Structure
Present the Components
StandFor
00:29
11:57

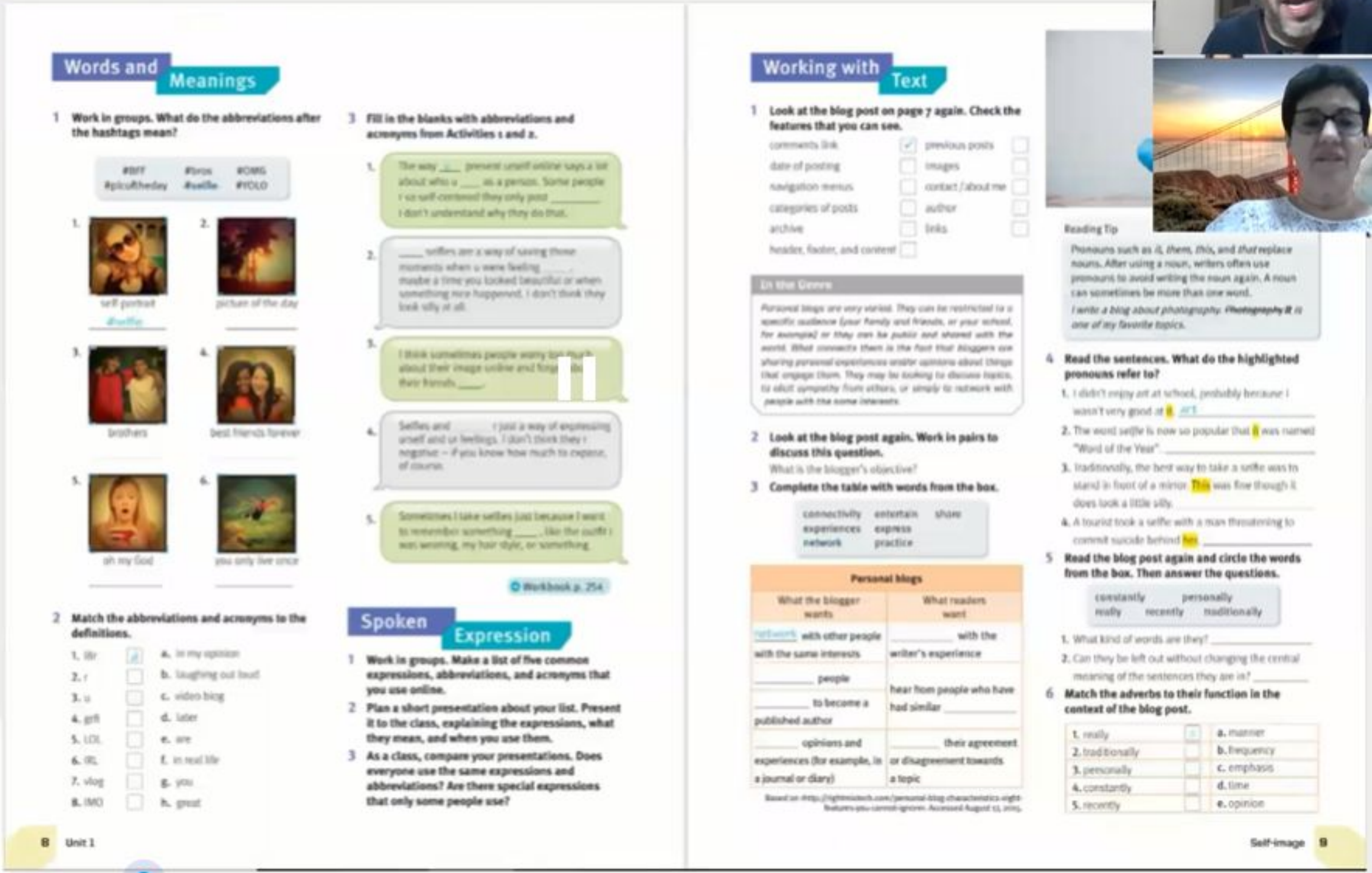


Perspective (EM) – Components For Teachers and
COURSE COMPONENTS
For teachers
All the students components, plus:
Evolution Teacher Book
with notes for all lessons in the program
Evolution Activity Pad
with Answer Key
5 LESSONS A WEEK
1
5 LESSONS A WEEK
1
Perspective
For students
Perspective
• Student Book and Workbook
• Developing Exam Skills Booklet
• CD or QR Code for audio
Evolution Activity Pad
with activities for extra practice
5 LESSONS A WEEK
1
StandFor
00:37
11:57


How to Use
HOW TO USE
Evolution
Teacher Book
The Evolution Teacher Book is the key to organizing your English classes. In the easy-to-follow lesson notes, you can find the lesson's contents, required materials, objectives and step-by-step instructions for your class.
Contents
Content to be introduced and/or practiced in the lesson: grammar topics, vocabulary, etc.
Objectives
The intended learning outcomes of the lesson – a quick description of what learners will be able to do at the end of the lesson.
Materials
Things you will need for the lesson: print or digital educational resources as well as tools such as scissors, glue, tape.
LESSON 1
Contents
Objectives
Material
Class Plan
Warm-up
Wrap-up
Warm-up
Suggested activities to start the lesson and prepare the students for the lesson ahead.
Step-by-step
Detailed lesson instructions for teachers.
Wrap-up
Suggested activities to finish the class, to help students remember or assess what has been learned.
StandFor
01:06
11:57


Unit Structure
1
Self-image
FIRST IMPRESSIONS
Match the expressions to their meanings. Do you agree with any of them?
Meet the Topic
1 Answer the questions with a classmate.
2 Read the blog post and check your answers.
3 Read the blog post again and write T (True) or F (False).
4 Read the blog post again. Check the correct answers.
5 Write (+) if IainG uses the argument for selfies or (–) if he uses it against them.
6 Discuss these questions with a classmate.
1. How often do you take selfies?
3. When you take selfies, how do you share them?
4. What's your favorite selfie?
5. Why do you think selfies have become so popular?
The selfie
Have you ever taken a selfie? What do you think about selfies?
Top Posts
Valentine's Day
Vegetarian UK
Politics UK
Workbook p. 252
6 Unit 1
Self-image 7
StandFor
02:04
11:57

Unit Structure

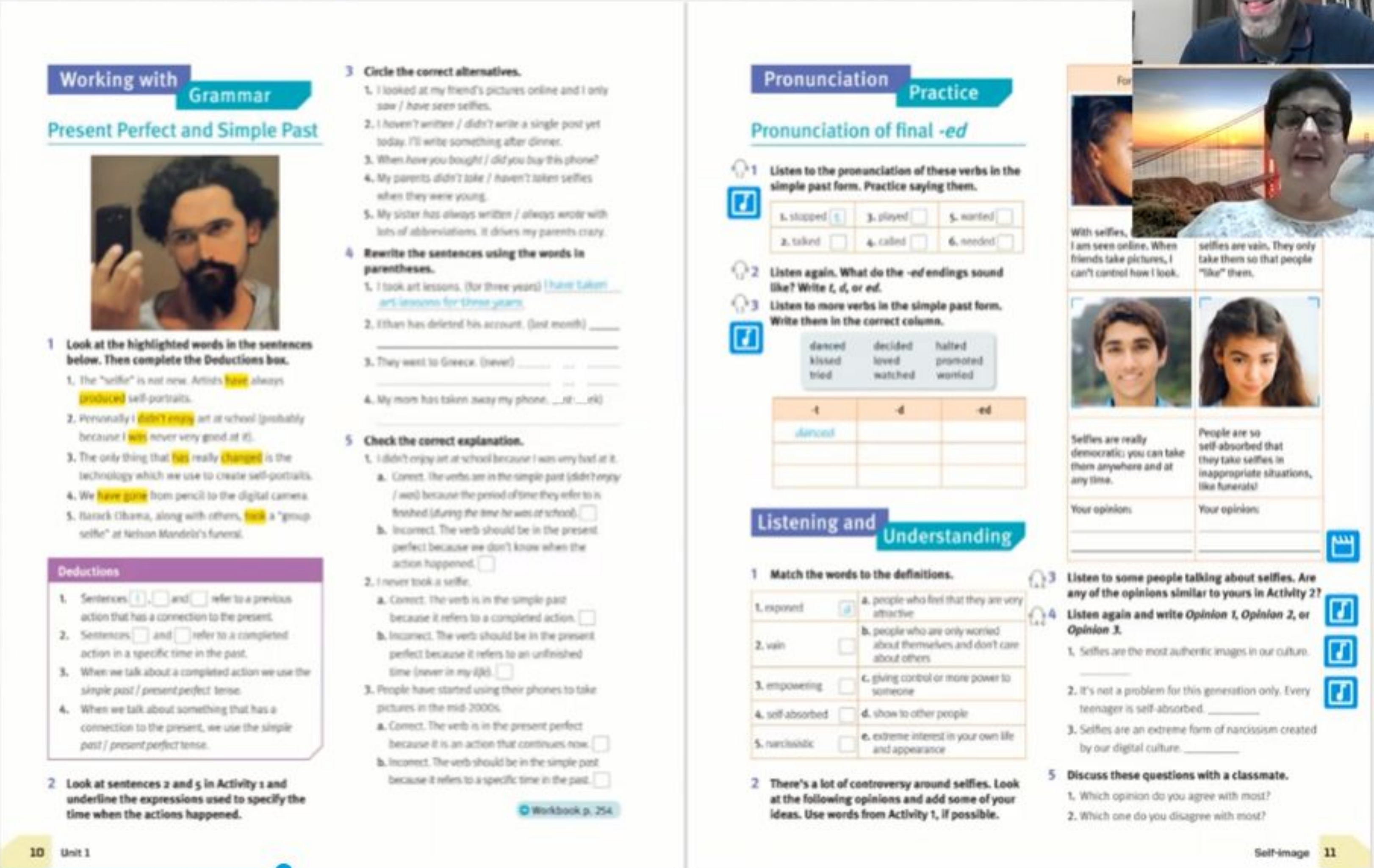


StandFor

03:32

11:57

Unit Structure



Working with Grammar

Present Perfect and Simple Past

1 Look at the highlighted words in the sentences below. Then complete the Deductions box.

Deductions

2 Look at sentences 2 and 5 in Activity 1 and underline the expressions used to specify the time when the actions happened.

3 Circle the correct alternatives.

4 Rewrite the sentences using the words in parentheses.

5 Check the correct explanation.

Workbook p. 254

10 Unit 1

Pronunciation Practice

Pronunciation of final *-ed*

1 Listen to the pronunciation of these verbs in the simple past form. Practice saying them.

1. stopped	3. played	5. wanted
2. talked	4. called	6. needed

2 Listen again. What do the *-ed* endings sound like? Write *t*, *d*, or *ed*.

3 Listen to more verbs in the simple past form. Write them in the correct column.

danced	decided	halted
kissed	loved	promoted
tried	watched	worried

-t	-d	-ed
danced		

Listening and Understanding

1 Match the words to the definitions.

1. exposed		a. people who feel that they are very attractive
2. vain		b. people who are only worried about themselves and don't care about others
3. empowering		c. giving control or more power to someone
4. self-absorbed		d. show to other people
5. narcissistic		e. extreme interest in your own life and appearance

2 There's a lot of controversy around selfies. Look at the following opinions and add some of your ideas. Use words from Activity 1, if possible.

Selfies are really democratic: you can take them anywhere and at any time.

People are so self-absorbed that they take selfies in inappropriate situations, like funerals!

Your opinion:

Your opinion:

3 Listen to some people talking about selfies. Are any of the opinions similar to yours in Activity 2?

4 Listen again and write *Opinion 1*, *Opinion 2*, or *Opinion 3*.

1. Selfies are the most authentic images in our culture.
2. It's not a problem for this generation only. Every teenager is self-absorbed.
3. Selfies are an extreme form of narcissism created by our digital culture.

5 Discuss these questions with a classmate.

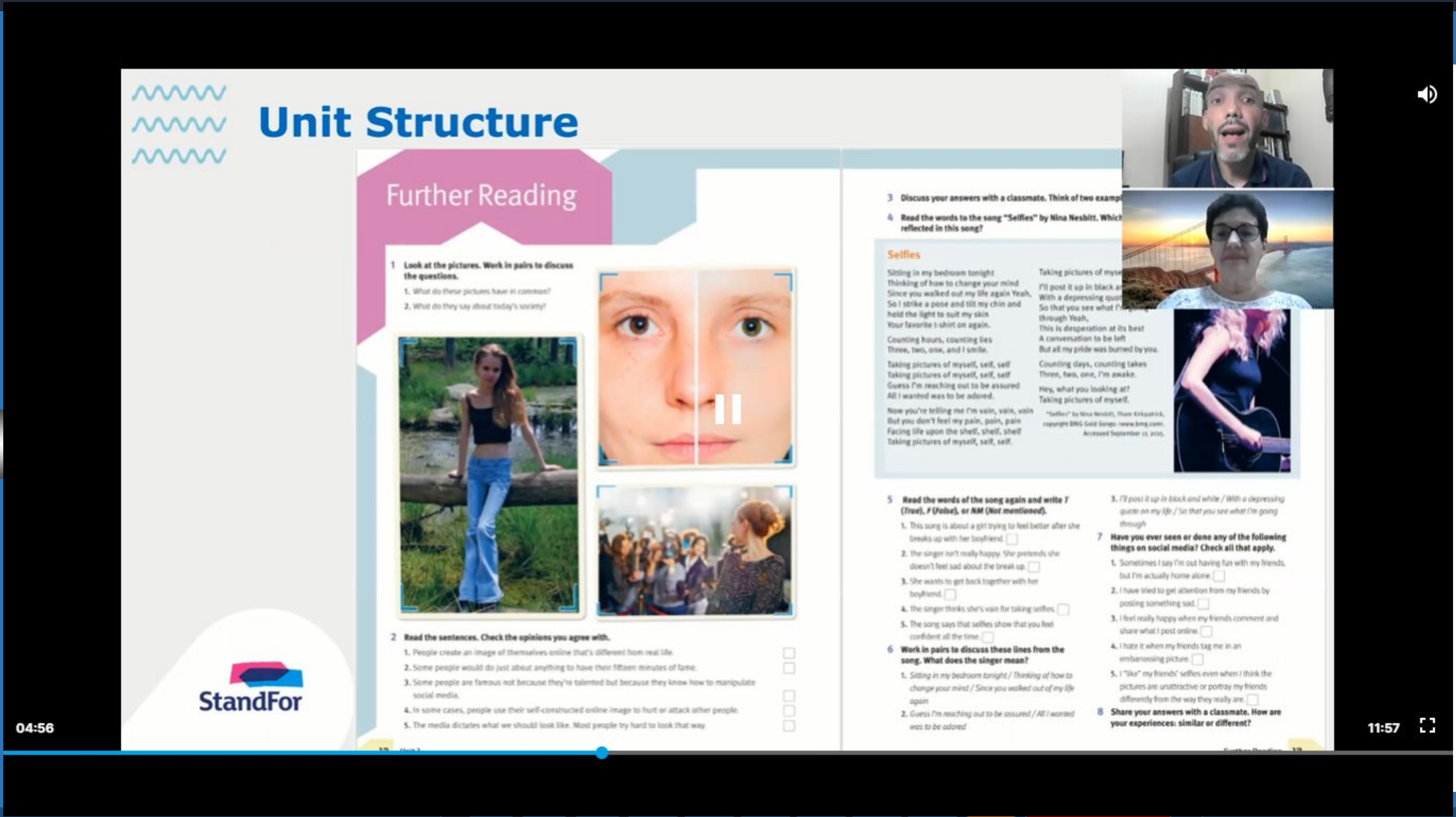
1. Which opinion do you agree with most?
2. Which one do you disagree with most?

Self-image 11

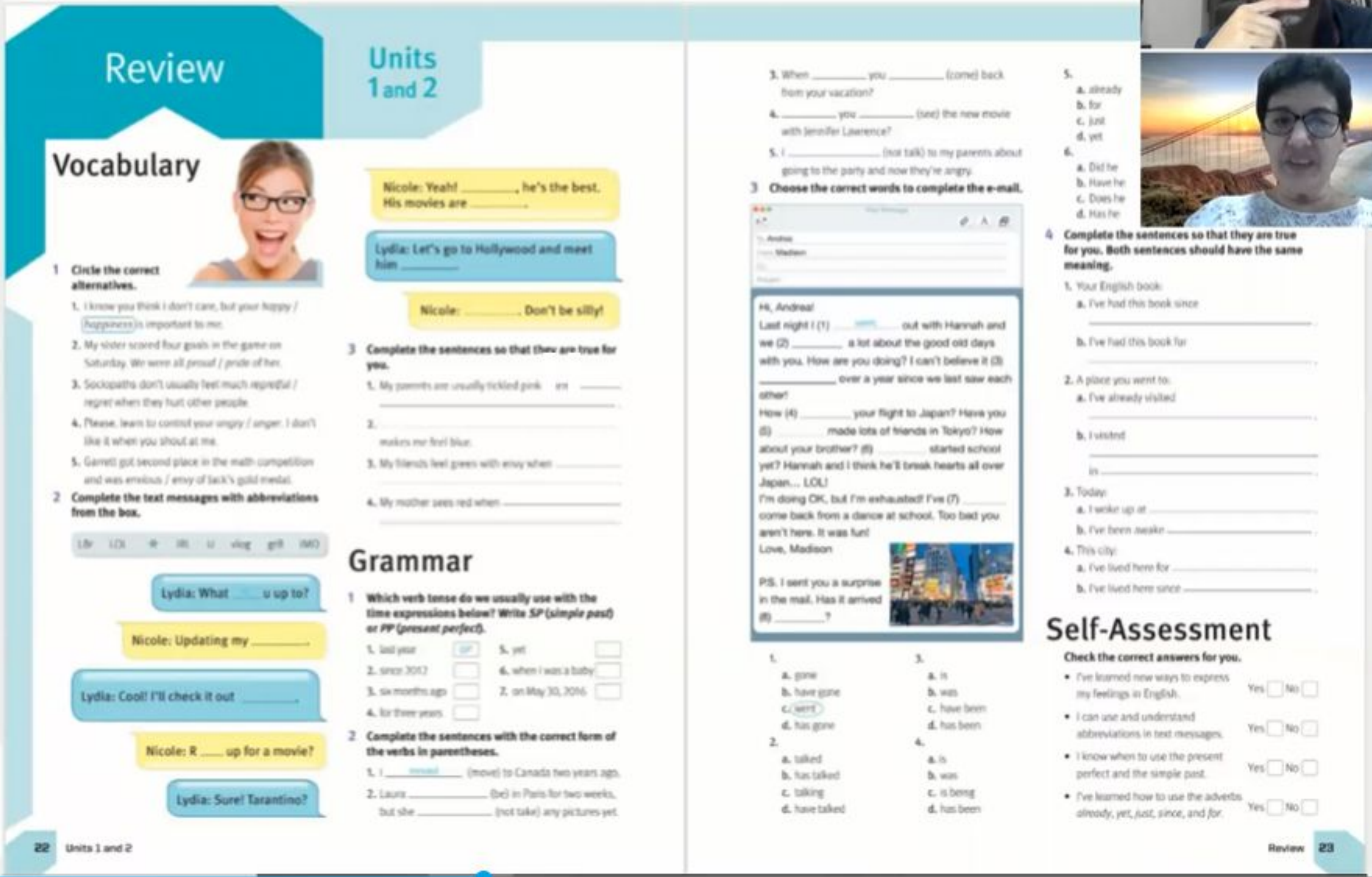
StandFor

04:20

11:57


Unit Structure
Further Reading
1 Look at the pictures. Work in pairs to discuss the questions.
1. What do these pictures have in common?
2. What do they say about today's society?
2 Read the sentences. Check the opinions you agree with.
1. People create an image of themselves online that's different from real life.
2. Some people would do just about anything to have their fifteen minutes of fame.
3. Some people are famous not because they're talented but because they know how to manipulate social media.
4. In some cases, people use their self-constructed online image to hurt or attack other people.
5. The media dictates what we should look like. Most people try hard to look that way.
3 Discuss your answers with a classmate. Think of two exampl
4 Read the words to the song "Selfies" by Nina Nesbitt. Which
reflected in this song?
Selfies
Sitting in my bedroom tonight
Thinking of how to change your mind
Since you walked out my life again Yeah,
So I strike a pose and tilt my chin and
hold the light to suit my skin
Your favorite t-shirt on again.
Counting hours, counting lies
Three, two, one, and I smile.
Taking pictures of myself, self, self
Taking pictures of myself, self, self
Guess I'm reaching out to be assured
All I wanted was to be adored.
Now you're telling me I'm vain, vain, vain
But you don't feel my pain, pain, pain
Facing life upon the shelf, shelf, shelf
Taking pictures of myself, self, self.
Taking pictures of myse
I'll post it up in black a
With a depressing quot
So that you see what I'
through Yeah,
This is desperation at its best
A conversation to be left
But all my pride was burned by you.
Counting days, counting takes
Three, two, one, I'm awake.
Hey, what you looking at?
Taking pictures of myself.
5 Read the words of the song again and write T (True), F (False), or NM (Not mentioned).
1. This song is about a girl trying to feel better after she breaks up with her boyfriend.
2. The singer isn't really happy. She pretends she doesn't feel sad about the break up.
3. She wants to get back together with her boyfriend.
4. The singer thinks she's vain for taking selfies.
5. The song says that selfies show that you feel confident all the time.
6 Work in pairs to discuss these lines from the song. What does the singer mean?
1. Sitting in my bedroom tonight / Thinking of how to change your mind / Since you walked out of my life again
2. Guess I'm reaching out to be assured / All I wanted was to be adored
3. I'll post it up in black and white / With a depressing quote on my life / So that you see what I'm going through
7 Have you ever seen or done any of the following things on social media? Check all that apply.
1. Sometimes I say I'm out having fun with my friends, but I'm actually home alone.
2. I have tried to get attention from my friends by posting something sad.
3. I feel really happy when my friends comment and share what I post online.
4. I hate it when my friends tag me in an embarrassing picture.
5. I "like" my friends' selfies even when I think the pictures are unattractive or portray my friends differently from the way they really are.
8 Share your answers with a classmate. How are your experiences: similar or different?
StandFor
04:56
11:57

Unit Structure



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05:32

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Unit Structure

Writing — Units 1 and 2

Greetings Cards

1 **Look at the letters on pages 18 and 108 again. Complete the table.**

	Samuel Clemens' letter	Johnny Cash's letter
Written to	Livy / Olivia Langdon	
Reason for letter		
Tone (serious, funny, romantic)		
Register (formal, semi formal, informal)		

2 **Look at the card. Check the correct alternatives.**

1. What kind of card is this?
   a. It's a card for a monkey's birthday. ☐
   b. It's a Christmas card. ☐
   c. It's a card to say "I'm sorry." ☐
   d. It's a birthday card. ☐
2. What is the opening of the card?
   a. A birthday challenge for you! ☐
   b. Hello, my friend! ☐
   c. Then sing "Happy Birthday". ☐
   d. Monkey darling. ☐
3. What's the tone of the card?
   a. It's sad. ☐ c. It's funny. ☐
   b. It's serious. ☐ d. It's romantic. ☐

3 **Answer the questions with a classmate.**

1. Look at the types of cards below. Which have you received? Which have you sent to someone else?

thinking of you	congratulations
thank you	I'm sorry
birthday	Christmas
get well soon	Valentine's day

2. Where can you buy cards in your neighborhood?
3. Have you ever made a card for someone? When?

4 **Make a greetings card for a classmate. Use the ideas below to help you.**

- Which category from Activity 1 is most appropriate?
- What message will you put on the front of the card? What will you write on the inside?
- What tone and register will you use? Will you be serious or funny? Will you be formal or informal?
- Will you draw pictures, use cut-outs from magazines, or print-outs from the Internet?

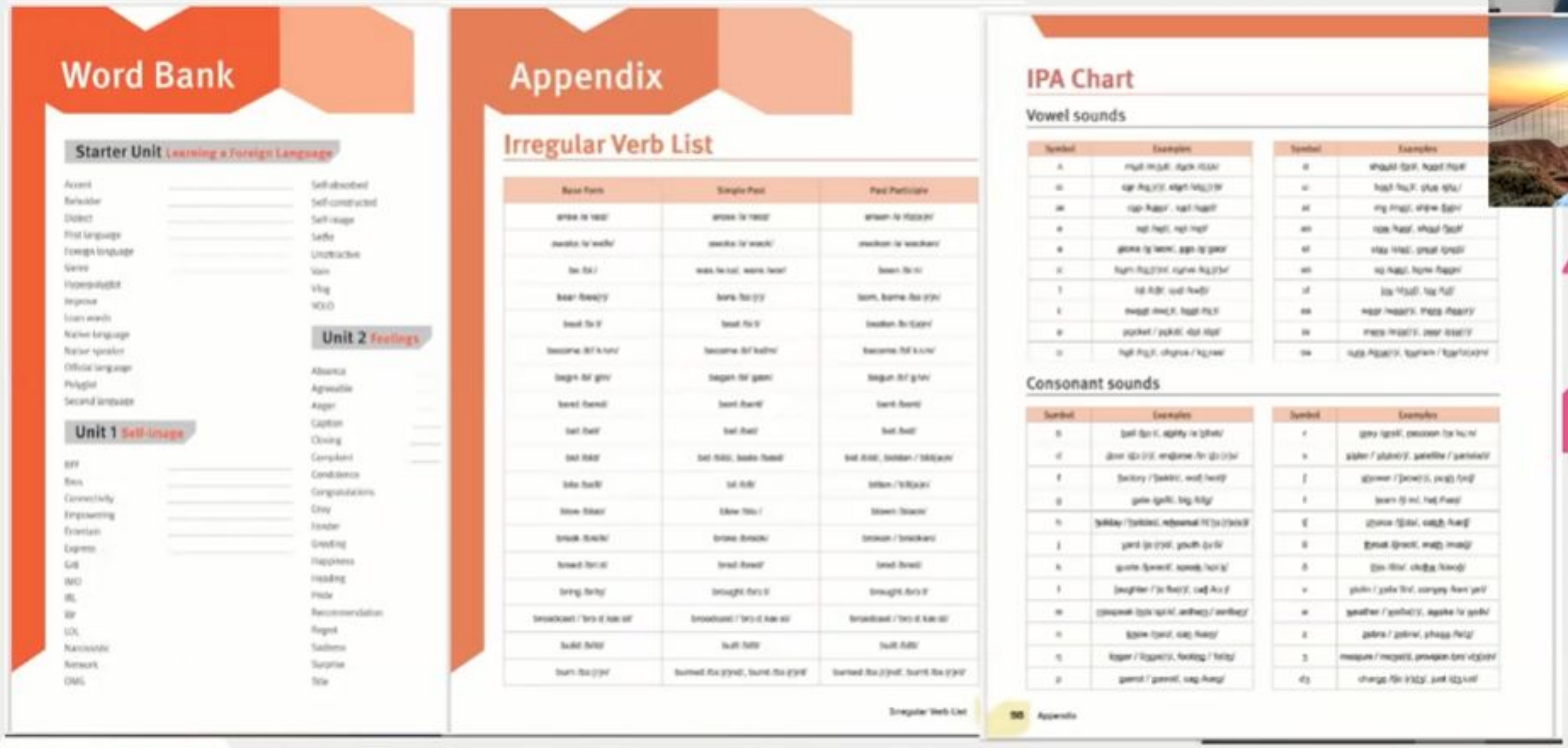
Writing Tip

Before you deliver your card, proofread it. Read it carefully. Did you spell all the words correctly? Use a dictionary to check any words you're not sure of. You can also proofread your card and then ask a classmate to check for words that don't look right. However, don't ask your classmate to help you until you've done your best to make it perfect.

StandFor

06:22 11:57

Unit Structure



StandFor

Unit Structure

WB Words and Meanings

Unit 1

1 **What do these acronyms and abbreviations stand for?**

1. w/ *with*
2. pic
3. thr
4. IMO
5. IRL
6. LOL
7. OMG
8. bros
9. vlog
10. gr8

Vocabulary Learning Strategy

Create a language log and add new words and expressions as you learn them. Add the abbreviations and acronyms from this unit. Then do some research online and add others.

Working with Grammar

Present Perfect and Simple Past

1 **Complete the sentences below with the present perfect or simple past form of the verb in parentheses.**

1. My best friend and I *have known* (know) each other for years. We get together once a week.
2. William Shakespeare ________ (be) a fantastic writer. He ________ (write) poems and plays and is considered the greatest writer in the English language.
3. I ________ (not have) much fun this week. Let's go see a movie tonight?
4. I ________ (tell) my brother to stay on the path while he was hiking, but he ________ (decide) to try rock climbing and ________ (get) badly hurt.
5. Sam is from Colorado and he ________ (never see) the ocean. He should come with us to Miami.

2 **Write sentences. Use the present perfect or simple past tense.**

1. They / not finish / their homework / last night
They didn't finish their homework last night.
2. My sister / be / to New York / three times this year
3. Mark Twain / write / Huckleberry Finn / in 1884
4. Leah / post / a funny selfie / last night
5. I / not see / this TV show / since / I / be / little kid

StandFor

Extra Readers – Fly High

08:46

11:57

Extra Contents – Fly High

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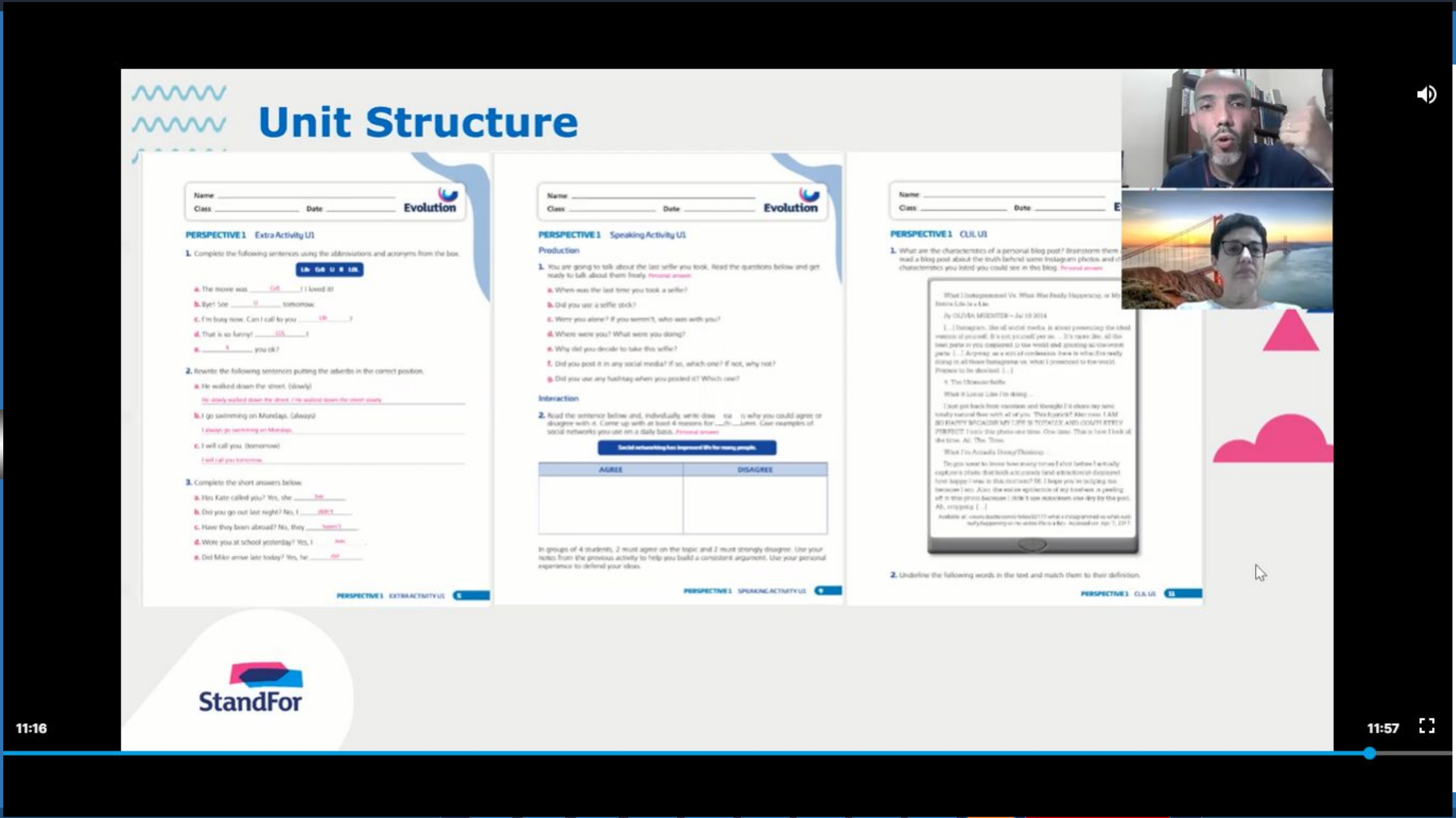
10:11

11:57


Unit Structure
Name
Class
Date
Evolution
PERSPECTIVE 1 Extra Activity U1
PERSPECTIVE 1 Speaking Activity U1
Production
Interaction
AGREE
DISAGREE
PERSPECTIVE 1 CLIL U1
StandFor
11:16
11:57

Session Summary

- Apresentar uma unidade Evolution EM;
- Apresentar os recursos existentes.

StandFor

11:31

11:57